

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Research Methods**

This Research used paradigm of qualitative research. Accordingly, descriptive case study as a research method. According to Zidan (2007) descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them. The goal set by the researcher had to described the data as they occurred. The phenomenon in this research is the existence of a school that involves parents in the student learning process, especially in learning English. Therefore, the researchers decided to investigate this phenomenon based on the perspective of teachers' perception.

#### **3.2. Research Settings and Participants**

The research was conducted in one of the primary schools in Tasikmalaya. Participants in this study were primary school English teachers, one male and two female. Teacher A was male. He has a degree in English education. He has had any teaching experiences in different places since 2002 until now. At present, he teaches at the private full-day school and has 335 students. It has been going on for 15 years. Teacher B was a female. She has a degree in English education. She has teaching experience for 24 years. She teaches 120 students for now at the private full-day school. Teacher C was a woman. She graduated from English education. She has taught at a learning institution for one year, then teaching at the foundation's private full-day

school for 18 years till now. She teaches 320 students. The reason for choosing participants in this study was because the school still had English subjects. It means that there are still teachers with English graduate backgrounds. Therefore, teachers who became participants were qualified to be participants in this research.

### **3.3.Data Collection**

Semi-structured interviews were used as data collection, assisted by media in the form of recording and recording devices. The semi-structured interview is a more flexible version of the structured interview. According to Rubin & Rubin (2005) it is said that it allows depth to be achieved by giving the interviewer the opportunity to investigate and broaden the interviewee's responses (p. 88). Data collection was carried out in two days. The first day started from 8 a.m. to 10 a.m. There was a sequence of the first participants, namely Teacher C who was interviewed for 24 minutes 34 seconds. Then, Teacher B was interviewed for 30 minutes 56 seconds. Finally, Teacher A conducted an interview for 22 minutes 59 seconds. During the interview, the researcher was used voice notes and recordings. Meanwhile, on the second day, participants A and B conducted an interview via chat according to the participant's suggestion and Teacher C only conducted interview only once.

### **3.4.Data Analysis**

According to Braun & Clarke (2006), the thematic approach is a method for identifying, analysing and reporting themes contained in a phenomenon. Using thematic analysis can make active choices about the particular form of

analysis they are engaged in (Braun & Clarke, 2006, p.5). Therefore thematic analysis was used as data analysis. This data used thematic analysis, since the results of the data obtained has been adjusted to the theme by the results of the interview.

### 3.4.1. Familiarizing the Data

Researcher was transcribed data with the help of a recording- tool. Then, researcher has read the results of the transcript related to the teachers' perception on the involvement of parents in learning English in children.

### 3.4.2. Generating Initial Codes

At this step it was a process of sorting data based on meaning and systematically using color mark. The researcher has focused on sorting out data about the teachers' perception on the involvement of parents in the learning process of elementary school children.

The codes used are as follows:

**Table 3.1 Codes for Sorting Out the Data**

Yellow	Improving English skills	15 times
Purple	Teacher feelings	6 times
Green	Motivation	1 time
Brown	Cooperation	5 times
Grey	Reflection	1 time

**Table 3.2 The Process of Generating Initial Codes**

<i>Sangat menguntungkan dan bermanfaat terutama pada kemampuan anak dalam berbahasa inggris dan menambah wawasan, khususnya bagi saya sangat terbantu.</i>
<i>Menambah wawasan dalam hal apa?</i>
<i>Seperti penguasaan 4 skills listening, speaking, reading, dan writing dan selalu mengikuti lomba seperti singing contest atau story telling. Hal</i>

<i>semacam tersebut dapat menambah wawasan bagi anak.</i>
<i>Bagaimana peranan orang tua dapat membantu bapak?</i>
<i>Bagi saya ini sangat membantu dalam realisasi pengembangan bahasa dimana biasanya anak sangat sulit untuk diajak berkomunikasi bahasa Inggris, yang penting untuk tingkat anak SD ungkapan/kata sederhana yg biasa digunakan sehari-hari di sekolah. Sehingga komunikasi bahasa Inggris berjalan lancar walaupun mungkin dalam tahap pembelajaran dan di level pemula.</i>
<i>Bagaimana respon orang tua?</i>
<i>Kebanyakan respon orang tua bagus. Bahkan kami selalu ada program setiap tahunnya dan selalu dipegang oleh coordinator bahasa Inggris, hal itu selalu disampaikan untuk memberitahu kepada orang tua mengenai program yang akan dilaksanakan.</i>

### 3.4.3. Searching for Themes

After the text highlighted with several colors, the researcher analyzed the data using list and found the theme. The researcher has a long list of different codes. These codes were sorted into potential themes.

**Table 3.3 The Process of Searching for Themes**

1	Language Development in Students
2	Parental response in response to child development.
3	Teachers find it helpful when students have development fast.
4	Cooperation carried out by teachers and parents.
5	Excellence / achievement obtained by students.

### 3.4.4. Reviewing Themes

The researcher has examined the themes that have been identified about the teachers' perception on the involvement of parents in learning English in primary school children to ensure the use of codes in accordance with the themes so that they can be grouped. The researcher got a few themes after coded the data.

**Table 3.4 The Process of Reviewing Themes**

1	Language Development in Students
2	Teachers find it helpful when students have development fast.



